

Promoting Sustainable Development through Primary Education Textbooks. The Case Study of Greece

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Abstract

Sustainable Development constitutes the main determining factor for human well-being, as explicitly stated in the 17 United Nations Global Goals to be implemented from 2015 to 2030, since it concerns future international development. Human intellectual advancement and the rapid growth of technology lead to continuous progress, with the fundamental prerequisite being the interaction and interconnection of the pillars of Sustainable Development—Economy, Environment, and Society—for the quality of life of people worldwide. Given that environmental issues are constantly increasing at both local and global levels, educating children as the future active citizens of society is deemed necessary. Therefore, a fundamental basis of the 17 Global Goals in the Greek education system is the relevant teaching of the principles of Sustainable Development through school textbooks and Skill Labs, which are applied from the very beginning of children's school life. Finally, as in any education system, primary education holds the most significant role to start educating young generations about sustainable development and meet aims for the world in the future.

Keywords: School Textbooks, Skills Laboratories, Primary Education, Sustainable Development.



Received: 27/01/2026,

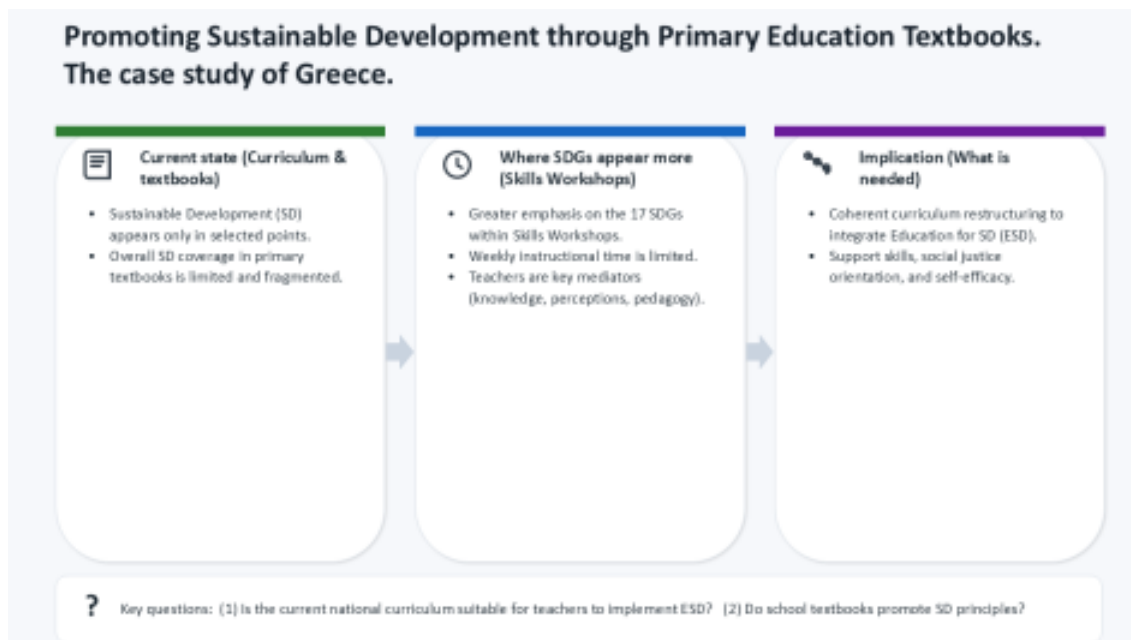
Accepted: 09/04/2026,

Available online: 21/06/2026

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Graphical abstract



1. Introduction

As we move through the 21st century, the planet is constantly facing challenges due to climate change, the rapid development of industry and technology, which are specified in the 2030 Agenda and the Paris Agreement to be effectively managed through sustainability issues. This means that the environmental crisis combined with the crisis of values are destroying natural resources and a significant way out of it appears to be Education for Sustainable Development (Khan, 2013:16; Katsani-Spyropoulou *et al.*, 2014:6).

Over time, steps have been taken at the European, national and global level to integrate sustainability into education. A key criterion is the cooperation between the school unit and the local community, which can empower pupils with knowledge and skills to change attitudes and behavior in relation to the environment. Apparently, teachers' knowledge should also respond to the new realities of the times (Bourn *et al.*, 2017:27), provided that they themselves are trained in Sustainable Development (Khan, 2013: 10, 13).

In summary, it is widely understood that the role played by the school today is catalytic. The main concern that is raised is the subject of this work to be investigated in terms of the theoretical and research framework. The present paper aims to investigate the promotion of Sustainable Development (SD) through primary school textbooks in Greece, with the ultimate goal of cultivating a sense of responsibility and raising awareness of children from an early age on these issues, as they are the future generation of the planet. The research interest arises from the fact that limited research has been found regarding this issue. Therefore, it is necessary to integrate Sustainable

Development into primary education horizontally in the National Curriculum as well as in the Skill Labs.

2. Objective- Methodology

This paper presents specific limitations, as a consequence, initially, of the lack of previous data for the study of such an important issue worldwide as Sustainable Development is and then, of the demanding specialized research to promote SD through the school textbooks of Primary Education in Greece. The causes of these limitations stem from the gradation of historical information about SD that, probably, has delayed in bringing SD more widely known to the scientific community. Also, the paper refers to the theoretical background and literature review of the research. Studies that were deemed relevant to the research questions (Kitchenham, 2012) and can lead to reliable research results (Petersen, Feldt, Mujtaba & Mattson, 2008) were searched, evaluated and analyzed. The paper also focuses on the research part of the topic with a detailed analysis of the Primary Education textbooks and the thematic modules of the Skills Workshops, which are taught in schools in Greece and subsequently, with a complete recording of references to issues related to SD.

3. Sustainability & Education at European, National and Global Level

The European Union introduced the concept of "Sustainable Development" with the Treaty of Amsterdam (Peace, 1998), while it was later added to the Treaty of Lisbon (Communication, 2009), bringing the concept at the forefront in global events (Kenig-Witkowska, 2017). At the 2001 Summit in Gothenburg, the European Union took action to address problems such as the climate crisis, overconsumption and overproduction of products, health

problems and inequality (Kenig-Witkowska, 2017). In 2003, the European Commission distinguished three (3) major categories of solutions: the implementation of environmental legislation, European Union measures aimed at the environment and all under an international context (COM/2003/745 final). These should be implemented by 2020, while the 17 Global Goals (or else SDGs – Sustainable Development Goals) should be implemented by 2030 by securing resources and respecting the characteristics of each country and each institution, in order to strengthen the education sector (<https://commission.europa.eu/system/files/2020-04/political-guidelines-next-commission-el.pdf>).

In December 2019, the “European Green Deal” (EGD) was defined, aiming for net-zero greenhouse gas emissions by 2050 (COM/2019/640 final) with the support of the European Investment Bank with public and private resources (Sikora, 2021) and the exploitation of digital and technological means thanks to the “ Digital Compass ” in March 2021 (https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en). The European Union is moving forward with the establishment of the term "European Semester" (European Semester) in 2010

(<https://www.consilium.europa.eu/el/policies/european-semester/how-european-semester-works/>), while in December 2020, the European Democracy Action Plan (European Democracy Plan) (COM/2020/790 final) is being implemented to prevent and counter disinformation, promote and ensure fair electoral processes.

The European Union integrates education into its policy with the "European Climate Pact" defining the need for harmonious cooperation between various actors (COM/2020/788 final), through changing people's mindsets and ideology with the right interaction between local government regions, society and industrial and school units with e.g. actions, visits to schools or other projects (Du *et al.*, 2021).

The European Council Resolution (2021/ C 66/01) on the implementation of the European Education Area (EEA) by 2025 is the strategic plan for education and training from early childhood to adult education for good quality and equity in education, Sustainability and an active role in green education with a strengthening of higher education. The Digital Education Action Plan 2021-2027 (Digital Education Action Plan) comes as a result of the initial 2018-2020 plan (COM/2018/22 final) for the teaching and learning of digital competences and skills, digital transformation through plans with data analysis and forecasts. The UN, establishing the “Decade of Education” (UNDESD) (Combes, 2005) based on the “Global Action Plan for Sustainable Development” (GAP) (WHO, 2022), speaks of new educational policies, school curricula in the timetable, provided that teachers have received the appropriate education for Sustainable Development (Leicht *et al.*, 2018).

Finally, the European Union, with the Erasmus + program (2021-2027) (Erasmus + Guide, 2022), connects universities

and other institutions within and outside the country, helps in the development of formal and non-formal learning, giving teachers another tool in their hands to implement new teaching methods or improve older ones in the fields of education, youth training and sports. Based on Sustainability, teachers at all levels must follow the holistic approach to the environment, within the framework of the curriculum (UNESCO, 2014).

Over time, the Greek education system is considered highly democratic and accessible to all citizens with free education at all levels (Kyridis *et al.*, 2011). However, inequalities are observed in terms of pupils' access to higher education, with poverty, cultural diversity and a culturally poor socio-family environment as the main characteristics. Education for Sustainable Development (ESD) is constantly evolving and is linked to society, the economy and development with an interactive relationship with the social processes that are required (Sofoulis, 2003 in Flogaitis, 2006: 83-84) with modernization and enrichment of the entire course process with more creative strategies in a pupil-centered framework compared to the existing teacher-centered framework in effect (UNESCO, 2012; 2014). Pupil role can be intensified to be more active including role play, design, music, arts and crafts, etc. The long-term goal is for the pupil to be an active and aware citizen, with a sense of social justice and self-efficacy. The content and goal setting of the current national curriculum and the learning objectives for curricular areas in each of the European Union member states can be safeguarded. However, teachers should enjoy the freedom to choose their instructional methods and strategies, depending on the pupils' learning needs, in the light of promoting critical thinking, cooperation, teamwork, initiatives taken by pupils and the involvement of experiential activities (UNESCO, 2005; UNESCO, 2012; UNESCO, 2020).

In a European study, Greece is one of two (2) of the twenty-seven (27) countries of the European Union that, in the field of mainly compulsory education of children (aged 5 to 16), does not seem to cultivate any competence-skill of EDS (European Commission Directorate General of Education Youth Sport and Culture, 2022). In contrast, in the same report it seems to incorporate development of competences - skills into the Skills Workshops, which were established in 2020 by the Institute of Educational Policy (IEP). According to IEP, all teachers can be trained in life-long, mind and technology skills in issues related to environmental, social and other study topics (<https://education.ec.europa.eu/el/focus-topics/teachers-trainers-and-school-leaders/teaching-professions>).

The Greek Ministry of Education submitted Ministerial Decision No. 66152/Γδ4/2022, in June 2022, defining a new strategy regarding Sustainability and developing a new national curriculum from kindergarten, primary school to high school, entitled “Environment and Education for Sustainable Development” (EESD). From now on, the country's Primary and Secondary Education incorporates the principles of SD across the entire range of courses in the curriculum. This does not imply its institutionalization as a pure subject, but a separate article of the Ministerial

Decision states that the purpose of this program is to cultivate critical thinking, investigate everyday life issues and acquire skills through sustainability, elements that are not cultivated in the country's educational system, as mentioned above. Finally, the Ministerial Decision emphasizes that this specific curriculum "serves education for sustainability vertically across all levels of education and horizontally across all subjects in each grade."

Palmer (1998) and Sterling (2013) demonstrate in their research that the older traditional methods are an obstacle, due to the lack of a holistic approach to the subject of the environment, society, economy and culture in pedagogy. Depending on the age of the teacher and the experiences as a pupil, it is often the case that s/he applies pragmatic, normative or pluralistic teaching connected to his/her training, while teachers should be trained throughout life (Borg *et al.*, 2012). In this regard, the positive attitude of most teachers towards the integration of the principles of Sustainability in their teaching is evident, having difficulties due to the lack of appropriate bibliography, technological assistance, limited time and lack of support from the management of each school. This is also agreed by Evans *et al.* (2012), who demonstrate three (3) types of obstacles in school today: those related to the everyday teaching, those of the structure and of the conceptual obstacles. In addition, there was also a percentage of teachers who considered that education for Sustainability could not be included in their daily lesson, as this is a nonexistent national curriculum subject. Similar results were also obtained from the research by Sagdic and Sahin (2016) conducted in Turkey, with similar obstacles. In a study by Spiropoulou *et al.* (2007) it is stated that the primary step is environmental education that leads to SD gradually, integrated into the already existing lessons and the continuous training of teachers.

Finally, in Greece, the General Secretariat of the Government (SDGG), responsible for the planning, coordination, monitoring and implementation of the UN Global Goals for Sustainable Development, created an Inter-Ministerial Coordination Network (article 43 of Law 440/2016), in order to correctly implement what the Greek government set, classifying them into eight (8) priorities: the creation of a pioneer of economic development based on Sustainability and competitive with other countries, the possibility of decent full-time employment, solving the problems of the lower economic classes, accessibility to healthcare services for citizens, the reduction of inequalities between societies, the provision of high-level education without discrimination, the strengthening of the protection and proper management of natural capital to reduce carbon dioxide emissions, the institutionalization competent bodies for full transparency and based on democratic procedures, strengthening and supporting partnerships (https://hellenicaid.mfa.gr/media/images/docs/Agenda_2030.pdf).

At the global level, Asia, Africa and the USA contribute through humanitarian interventions, friendly relations and ensuring stability and security with the European continent

(https://commission.europa.eu/system/files/2020-04/political-guidelines-next-commission_el.pdf).

4. School Textbooks in the Greek Primary School Education and references to Sustainable Development

In the following part the 17SDGs references to school textbooks of the syllabus in the Greek national curriculum are presented. The main criterion for separating the sections of the school textbooks of all grades for Primary School and the Skills Workshops is every reference to key points of each Global Goal.

(see SDG= Sustainable Development Goal, U.= Unit, P.= Page, S.P.E = Social and Political Education)

5. Discussion

In the Modern Greek (Language) subject, 14 references are observed regarding zero poverty (SDG1) and zero hunger (SDG2), nine (9) references regarding good health and well-being (SDG3) while SDG4 references the largest number in the Modern Greek textbooks with 34 references in total regarding quality education. SDG5 on gender equality has 19 references, SDG6 on clean water and sanitation has 13 references, continuing with SDG7 which concerns cheap and clean energy, where ten (10) references are observed. SDG8 and SDG9 regarding decent work and economic growth, industry, innovation, infrastructure record 12 references, respectively. The number of references for SDG10 for reduced inequalities has increased with 27 references, followed by SDG11 for sustainable cities and communities with 23 references, as well as 12 references for responsible consumption and production (SDG12). For SDG13, which concerns climate actions, eight (8) references are made, for water 13 references (SDG14) and finally, actions on land have 15 references (SDG15) and 17 references for SDG16 related to the concepts of peace, justice and strong institutions. Only two references are recorded for SDG17, which is the collaboration of the aforementioned global goals. In total, the course is taught 48 hours per week.

Sources:

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-B105/714/>

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-D109/706/>

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-E104/515/>

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-F102/416/>

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-C105/702/>

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM>

Table1. Summary Table of coded school textbooks with references to SDGs

SDG	MODERN GREEK (LANGUAGE)	ANTHOLOGY OF LITERATURE	ENVIRONMENTAL STUDY	RELIGIOUS STUDIES	SCIENCE -I INVESTIGATE & DISCOVER	GEOGRAPHY	S.P.E.	SKILLS WORKSHOPS
Goal 1 st	First grade							
	-							
	Second grade						First grade-Second grade	
	U.3 P.27						Second grade	
	U.8 P.76			First grade	First grade-Second grade	First grade-Second grade	Third grade	
	U.16 P.76			U.1 P.75	-	grade	-	
	Third grade			U.4 P.95	Third grade	Third grade-Fourth grade	Third grade-Fourth grade	
	U.1 P.12	First grade-Second grade		Second grade	-	grade	Fourth grade	
	U.10 P.8	-Third grade-Fourth grade		U.4 P.44	Fourth grade	Third grade-Fourth grade	Fourth grade	
	U.12 P.50	U. P.152		U.5 P.48	U.3 P.42	grade	grade	U.B'
	Fourth grade	Fifth grade-Sixth grade		Third grade	Fifth grade	-	-	
	U.2 P.31	-		U.5 P.85	U.5 P.59	Fifth grade	Fifth grade	
	U.6 P.7			U.6 P.91	U.7 P.93	U.4 P.32	-	Fifth grade
	U.7 P.27			Fourth grade	Sixth grade	Sixth grade	Sixth grade	U.A. P.8
	Fifth grade			U.4 P.90	-	-	U.D' P.93	U.B' P.46
	U.2 P.23			Fifth grade-Sixth grade				U.D' P.78
	U.6 P.71			-				Sixth grade
U.11 P.69							-	
Sixth grade								
U.6 P.79								
U.17 P.73								
Goal 2 nd	First grade							
	-							
	Second grade						First grade-Second grade	
	U.3 P.27			First grade	First grade-Second grade	First grade-Second grade	Second grade	
	U.8 P.76	First grade-Second grade		U.1 P.75	-	grade	-	
	Third grade	-		Second grade	Third grade	Third grade-Fourth grade	Third grade-Fourth grade	
	U.1 P.12	Third grade-Fourth grade		U.4 P.44	-	grade	Fourth grade	U.A.
	U.10 P.8	U. P.152		U.5 P.48	Fourth grade	Third grade-Fourth grade	Fourth grade	U.B'
	U.12 P.50	Fifth grade-Sixth grade		U.5 P.85	U.3 P.42	grade	grade	
	Fourth grade	-		U.6 P.91	Fifth grade	Fifth grade	grade	
	U.2 P.32			Fourth grade	U.5 P.59	U.4 P.32	-	Fifth grade
	U.6 P.7			U.4 P.90	U.7 P.93	Sixth grade	Sixth grade	U.A. P.8
	U.7 P.27			Fifth grade-Sixth grade	Sixth grade	-	U.D' P.93	U.B' P.46
				-				U.D' P.78
								Sixth grade

Third grade	U.H. P.183	Second grade	U.3 P.34	U.6 P.74	U.D' P.78
U.1 P.12	N.I' P.229	U.1 P.12	U.7 P.93	U.7 P.74	Sixth grade
U.4 S64	U.I' P.243	U.4 P.44	Sixth grade	U.8 P.86	U.1 P.7
U.11 P.28		U.5 P.48	U.1 P.9	U.12 P.118	U.2 P.42
U.12 P.50		U.6 P.52	U.2 P.26	U.13 P.124	U.3 P.65
Fourth grade		U.7 P.72	U.3 P.40		U.4 P.81
U.1 P.9		U.8 P.86	U.4 P.57		
U.2 P.31		U.9 P.97	U.6 P.91		
U.4 P.57		U.10 P.100			
U.5 P.73		U.11 P.105			
U.6 P.7		U.12 P.108			
U.10 P.81		U.13 P.113			
U.13 P.33		U.14 P.118			
Fifth grade		U.15 P.123			
U.6 P.71		U.16 P.133			
U.7 P.7		U.17 P.136			
U.9 P.33		U.19 P.140			
U.10 P.53		U.21 P.144			
U.11 P.69		Third grade			
U.15 P.35		U.1 P.9			
U.16 P.57		U.2 P.28			
U.17 P.75		U.3 P.48			
Sixth grade		U.4 P.57			
U.2 P.23		U.5 P.85			
U.4 P.47		U.6 P.91			
U.6 P.79		U.7 P.105			
U.10 P.61		U.8 P.131			
U.15 P.37		Fourth grade			
U.16 P.57		U.1 P.10			
		U.2 P.36			
		U.3 P.58			
		U.4 P.90			
		U.5 P.104			
		U.6 P.114			
		U.7 P.134			
		Fifth grade-Sixth grade			
		-			

	First grade								
	-								
	Second grade								
	U.3 P.27			First grade-Second grade					
	U.8 P.76			-					
	Third grade		First grade		Third grade				First grade-Second grade
	U.1 P.12		U.1 P.10		U.1 P.9				Second grade
	U.4 P.64		U.3 P.26		U.5 P.65				-
	U.8 P.49		U.2 P.53		U.8 P.110		First grade-Second grade	First grade-Second grade	Third grade-Fourth grade
	U.12 P.50		U.1 P.75		Fourth grade		grade	grade	Fourth grade
	Fourth grade	First grade-Second grade	Second grade		U.3 P.42		-	-	grade
	U.6 P.7	-	U.1 P.12		U.4 P.62		Third grade-Fourth grade	Third grade-Fourth grade	-
Goal 5 th	U.10 P.81	Third grade-Fourth grade	U.4 P.44		U.5 P.77		grade	grade	U.A.
	U.13 P.33	U. P.152	U.5 P.48		U.6 P.99		-	-	Fifth grade
	Fifth grade	Fifth grade-Sixth grade	Third grade		Fifth grade		Fifth grade	Fifth grade	U.A. P.8
	U.6 P.71	U.D' P.105	U.1 P.9		U.3 P.34		-	-	U.B' P.46
	U.7 P.7		U.6 P.91		U.7 P.93		Sixth grade	Sixth grade	U.C. P.62
	U.11 P.69		Fourth grade		Sixth grade		-	U.C. P.65	U.D' P.78
	U.15 P.35		U.4 P.90		U.1 P.9		U.C. P.65	U.D' P.93	Sixth grade
	U.16 P.57		U.7 P.134		U.2 P.26				U.1 P.7
	Sixth grade		Fifth grade-Sixth grade		U.3 P.40				U.2 P.42
	U.6 P.79		-		U.4 P.57				U.3 P.65
	U.11 P.83				U.6 P.91				U.4 P.81
	U.13 P.7								
	U.15 P.37								
	U.17 P.73								
	First grade		First grade		First grade-Second grade		First grade-Second grade	First grade-Second grade	First grade-Second grade
	-		U.1 P.75		-		grade	grade	Second grade
	Second grade		Second grade		Third grade		-	-	-
	U.3 P.27	First grade-Second grade	U.4 P.44		-		Third grade-Fourth grade	Third grade-Fourth grade	Third grade-Fourth grade
	U.8 P.76	-	U.6 P.52		Fourth grade		grade	grade	Fourth grade
Goal 6 th	U.17 P.11	Third grade-Fourth grade	U.7 P.72		U.3 P.42		-	-	U.B'
	Third grade	-	U.8 P.86		Fifth grade		Fifth grade	Fifth grade	grade
	U.3 P.46	Fifth grade-Sixth grade	U.9 P.97		U.7 P.93		U.2 P.18	U.B. P.13	-
	U.4 P.64	-	Third grade		Sixth grade		Sixth grade	U.C. P.93	Fifth grade
	U.12 P.50		U.2 P.28		-		Sixth grade	Sixth grade	U.A. P.8
	Fourth grade		U.5 P.85				-	-	U.B' P.46
	U.2 P.31		U.6 P.91		Fourth grade			U.B' P.32	U.D' P.78

	U.4 P.57	-				Sixth grade	
	U.6 P.7	Fifth grade-Sixth grade				-	
	Fifth grade	-					
	U.1 P.7						
	U.13 P.7						
	Sixth grade						
	U.6 P.79						
	In.7 P.7						
	First grade						
	-	First grade					
	Second grade	U.3 P.141			First grade-Second grade		First grade-Second grade
	-	U.4 P.146			-		Second grade
	Third grade	Second grade	First grade-Second grade		Third grade-Fourth grade	First grade-Second grade	-
	U.4 P.64	U.4 P.44	-		-	-	Third grade-
	U.9 P.56	U.11 P.105	Third grade		-	Third grade-Fourth grade	Fourth grade
	U.12 P.50	U.12 P.108	-		-	-	Fourth grade
Goal 7 th	Fourth grade	U.13 P.113	Fourth grade		Fifth grade	-	Fourth grade
	U.2 P.31	Third grade	U.3 P.42		U.2 P.18	-	U.B'
	U.4 P.57	Fifth grade-Sixth grade	U.3 P.48		U.3 P.24	Fifth grade	U.C'
	Fifth grade	-	U.5 P.85		U.5 P.40	U.B. P.13	U.D'
	U.1 P.7		U.6 P.91		U.6 P.56	U.C. P.93	Fifth grade
	U.13 P.7		Fourth grade		U.7 P.72	Sixth grade	U.A. P.8
	Sixth grade		-		U.9 P.104	-	U.B'.46
	U.6 P.79	Fifth grade-Sixth grade			Sixth grade		U.D' P.78
	U.7 P.7	-			U.1 P.12		Sixth grade
	U.9 P.41						-
	First grade	First grade			First grade-Second grade		First grade-Second grade
	-	U.4 P.95	First grade-Second grade		First grade-Second grade		Second grade
	Second grade	U.4 P.146	-		-	First grade-Second grade	-
	-	Second grade	Third grade		Third grade-Fourth grade	-	-
	Third grade	U.4 P.44	-		Third grade-Fourth grade	Third grade-Fourth grade	Third grade-
Goal 8 th	U.9 P.56	U.3 P.48	Fourth grade		-	-	Fourth grade
	U.10 P.8	U.6 P.91	Fifth grade		Fifth grade	-	Fourth grade
	U.11 P.28	Fourth grade	U.5 P.59		U.5 P.40	Fifth grade	Fourth grade
	U.12 P.50	U.1 P.10	U.7 P.93		U.9 P.104	U.C. P.93	-
	Fourth grade	U.4 P.90	Sixth grade		Sixth grade	Sixth grade	Fifth grade
	U.2 P.31	U.7 P.134	-		-	U.D' P.93	U.A. P.8
	U.6 P.7	Fifth grade-Sixth grade					U.B'.46
							U.D' P.78

	U.14 P.49	-					Sixth grade	
	Fifth grade						U.1 P.7	
	U.2 P.23							
	U.6 P.71							
	Sixth grade							
	U.6 P.79							
	U.7 P.7							
	U.13 P.7							
	First grade							
	-	First grade						
	Second grade	U.4 P.95			First grade-Second grade		First grade-Second grade	
	U.17 P.11	U.3 P.141			-		Second grade	
	Third grade	U.4 P.146				First grade-Second grade	-	
	U.4 P.64	Second grade	First grade-Second grade		Third grade-Fourth grade			
	U.9 P.56	U.4 P.44	-		-		Third grade-Fourth grade	
	U.12 P.50	U.11 P.105	Third grade		-	Third grade-Fourth grade		
Goal 9 th	Fourth grade	U.12 P.108	-		Fifth grade			U.C'
	U.1 P.9	U.13 P.113	Fourth grade		U.2 P.18			U.D'
	U.4 P.57	U.19 P.140	U.3 P.42		U.3 P.24			
	U.14 P.49	Third grade	Fifth grade		U.5 P.40	U.A. P.10		
	Fifth grade	U.2 P.28	U.7 P.93		U.6 P.56	U.C. P.9	Fifth grade	
	U.2 P.23	U.3 P.48	Sixth grade		U.7 P.72	U.D' P.147	U.A. P.8	
	U.13 P.7	U.6 P.91	-		U.9 P.104	Sixth grade	U.B'.46	
	Sixth grade	Fourth grade			Sixth grade	U.D' P.93	U.D' P.78	
	U.6 P.79	U.1 P.10			-		Sixth grade	
	U.7 P.7	Fifth grade-Sixth grade					-	
	U.9 P.41	-						
	First grade	First grade	First grade-Second grade		First grade-Second grade	First grade-Second grade	First grade-Second grade	
	-	U.1 P.10	-		First grade-Second grade	First grade-Second grade	Second grade	
	Second grade	U.3 P.26	Third grade		-	-	-	
	U.3 P.27	U.2 P.53	U.1 P.9		Third grade-Fourth grade	Third grade-Fourth grade		
Goal 10 th	U.5 P.41	U.1 S75	U.5 P.65				Third grade-Fourth grade	U.A.
	U.8 P.76	U.4 P.95	U.8 P.110		-	-		U.B'
	U.10 P. 16	U.2 P.109	Fourth grade		Fifth grade	Fifth grade		U.D'
	U.16 P.76	U.3 P.113	U.2 P.21		-	U.C. P.93		
	U.17 P.11	U.1 P.123	U.3 P.42		Sixth grade	Sixth grade		
	Third grade	U.2 P.130	U.4 P.62		U.6 P.74	U.C. P.65	Fifth grade	
	U.1 P.12	Second grade	U.5 P.77		U.7 P.74	U.D' P.93	U.A. P.8	
		U.1 P.12	U.6 P.99				U.B' P.46	

	U.8 P.49		U.4 P.44	Fifth grade		U.C. P.62
	U.9 P.56		U.5 P.48	U.3 P.34		U.D' P.78
	U.10 P.8		Third grade	U.5 P.59		Sixth grade
	U.11 P.28		U.1 P.9	U.7 P.93		U.1 P.7
	U.12 P.50		U.2 P.28	Sixth grade		U.2 P.42
Fourth grade			U.3 P.48	U.1 P.9		U.3 P.65
U.2 P.31			U.6 P.91	U.2 P.26		U.4 P.81
U.10 P.10			U.8 P.131	U.3 P.40		
U.13 P.33			Fourth grade	U.4 P.57		
Fifth grade			U.4 P.90	U.6 P.91		
U.6 S71			U.7 P.134			
U.7 P.7		Fifth grade-Sixth grade				
U.9 P.33		-				
U.11 P.69						
U.15 P.35						
Sixth grade						
U.4 P.47						
U.6 P.79						
U.7 P.7						
U.11 P.83						
U.13 P.7						
U.15 P.37						
U.17 P.73						
	First grade		First grade	First grade-Second grade	First grade-Second grade	First grade-Second grade
	-		U.1 P.10	-	grade	Second grade
	Second grade		U.3 P.26	Third grade	-	grade
	U.3 P.27		U.2 P.53	U.1 P.9	Third grade-Fourth grade	-
	U.8 P.76	First grade-Second grade	U.3 P.64	U.5 P.65	grade	Third grade-Fourth grade
	U.17 P.11	U. P.147	U.4 P.95	U.8 P.110	-	grade
	U.18 P.17	Third grade-Fourth grade	U.3 P.141	Fourth grade	Fifth grade	Fourth grade
	U. 22 P.51	U. P.10	U.4 P.146	U.3 P.42	U.2 P.18	grade U.B'
Goal 11 th	Third grade	U. P.46	Second grade	U.4 P.62	U.3 P.24	- U.C'
	U.3 P.46	U. P.152	U.1 P.12	U.5 P.77	U.5 P.40	Fifth grade U.D'
	U.4 P.64	Fifth grade-Sixth grade	U.2 P.24	U.6 P.99	U.6 P.56	U.A. P.8
	U.11 P.28	U.B' P.46	U.4 P.44	Fifth grade	U.7 P.72	U.B'.46
	U.12 P.50		U.5 P.48	U.3 P.34	U.9 P.104	U.D' P.78
Fourth grade			U.6 P.52	U.7 P.93	Sixth grade	Sixth grade
U.2 P.31			U.7 P.72	Sixth grade	U.6 P.74	U.1 P.7
U.4 P.57			U.8 P.86	-	U.7 P.74	U.2 P.42
			U.9 P.97		U.8 P.86	U.3 P.65

	U.5 P.73		U.10 P.100		U.12 P.118		U.4 P.81
	U.14 P.49		U.11 P.105		U.13 P.124		
	U.16 P.73		U.12 P.108				
	Fifth grade		U.13 P.113				
	U.2 P.23		U.14 P.118				
	U.10 P.53		U.15 P.123				
	U.13 P.7		U.16 P.133				
	Sixth grade		U.17 P.136				
	U.2 P.23		U.21 P.144				
	U.4 P.47		Third grade				
	U.6 P.79		U.1 P.9				
	U.7 P.7		U.2 P.28				
	U.9 P.41		U.3 P.48				
	U.10 P.61		U.4 P.57				
			U.6 P.91				
			U.8 P.131				
			Fourth grade				
			U.1 P.10				
			U.3 P.58				
			U.4 P.90				
			U.7 P.134				
			Fifth grade-Sixth grade				
			-				
	First grade						
	-						
	Second grade		First grade		First grade-Second grade		First grade-Second grade
	U.18 P.17		-		-		-
	Third grade		Second grade		Third grade-Fourth grade		Third grade-Fourth grade
	U.4 P.64		U.4 P.44		-		-
	U.9 P.56		U.11 P.105		-		-
	U.11 P.28		U.12 P.108		Fifth grade		Fifth grade
	U.12 P.50		Third grade		U.2 P.18		U.C. P.93
	Fourth grade		U.5 P.85		U.3 P.24		U.A. P.8
	U.2 P.31		U.6 P.91		U.5 P.40		U.B'.46
	U.4 P.57		Fourth grade		U.6 P.56		U.D' P.78
	U.14 P.49		U.1 P.10		U.7 P.72		Sixth grade
	Fifth grade		Fifth grade-Sixth grade		Sixth grade		-
	U.1 P.7		-		-		-
	U.13 P.7						
Goal 12 th							U.C. U.D'

	Sixth grade U.4 P.47 U.6 P.79							
Goal 13 th	First grade -	First grade U.1 P.123 U.2 P.130	Second grade U.4 P.44 U.6 P.52 U.7 P.72	First grade-Second grade -	First grade-Second grade -	First grade-Second grade -		
	Second grade -	Third grade U.8 P.86 U.9 P.97	Third grade -	Third grade- Fourth grade -	Third grade- Fourth grade -	Third grade- Fourth grade -		
	Third grade U.12 P.50	Fourth grade U.10 P.100 U.11 P.105	Fourth grade U.3 P.42	Fourth grade U.5 P.40 U.6 P.56	Fifth grade U.7 P.72 U.9 P.104	Fifth grade U.B' P.13 U.C. P.93	Fifth grade U.A. P.8	U.C'
	Fourth grade U.1 P.9 U.2 P.31 U.4 P.57 U.16 P.73	Fifth grade U.12 P.108 U.21 P.144	Fifth grade U.7 P.93	Sixth grade U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.9 P.104 U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.B' P.32 U.C. P.65 U.D' P.93	Sixth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade	
	Fifth grade U.1 P.7	Sixth grade U.2 P.28 U.4 P.57 U.6 P.91	Sixth grade -	Sixth grade U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.9 P.104 U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.B' P.32 U.C. P.65 U.D' P.93	Sixth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade	
	Sixth grade U.6 P.79 U.7 P.7	Fourth grade U.3 P.58 Fifth grade-Sixth grade -	Sixth grade -	Sixth grade U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.9 P.104 U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.B' P.32 U.C. P.65 U.D' P.93	Sixth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade	
	First grade -	First grade U.3 P.64	First grade-Second grade -	First grade-Second grade -	First grade-Second grade -	First grade-Second grade -	First grade-Second grade -	
	Second grade U.15 P.68 U.20 P.37	Second grade U.4 P.44 U.6 P.52 U.7 P.72	Third grade -	Third grade- Fourth grade -	Third grade- Fourth grade -	Third grade- Fourth grade -	Third grade- Fourth grade -	
	Third grade U.3 P.46 U.4 P.64 U.12 P.50	Third grade U.8 P.86 U.9 P.97 U.21 P.144	Fourth grade U.3 P.42	Fourth grade U.5 P.40 U.6 P.56	Fifth grade U.7 P.72 U.9 P.104	Fifth grade U.B' P.13 U.C. P.93	Fifth grade U.A. P.8	U.C'
	Fourth grade U.1 P.9 U.2 P.31 U.4 P.57 U.16 P.73	Fourth grade U.2 P.28 U.4 P.57 U.6 P.91	Fifth grade U.7 P.93	Sixth grade U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.9 P.104 U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.B' P.32 U.C. P.65 U.D' P.93	Sixth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade	
	Fifth grade	Fourth grade U.3 P.58 U.4 P.90	Sixth grade -	Sixth grade U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.9 P.104 U.4 P.58 U.5 P.64 U.6 P.74	Sixth grade U.B' P.32 U.C. P.65 U.D' P.93	Sixth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade	

	U.1 P.7 Sixth grade U.1 P.7 U.6 P.79 U.7 P.7		Fifth grade-Sixth grade -					
	First grade -		First grade U.3 P.64 U.1 P.123 U.2 P.130					
	Second grade U.16 P.76 U.17 P.11 U.19 P.30		Second grade U.2 P.24 U.4 P.44 U.6 P.52 U.7 P.72 U.8 P.86		First grade-Second grade -	First grade-Second grade -	First grade-Second grade -	
	Third grade U.3 P.46 U.4 P.64 U.12 P.50	First grade-Second grade U. P.71	U.10 P.100 U.11 P.105 U.12 P.108	Third grade -	Third grade-Second grade -	Third grade-Second grade -	Third grade-Second grade -	
Goal 15 th	Fourth grade U.2 P.31 U.4 P.57 U.7 P.27 U.16 P.73	Third grade-Fourth grade U. P.10	U.13 P.113 U.21 P.144	Fourth grade U.3 P.42	Fifth grade U.2 P.18 U.5 P.40	Fifth grade U.2 P.18 U.5 P.40	Fifth grade U.2 P.18 U.5 P.40	U.C'
	Fifth grade U.4 P.49 U.11 P.69	Fifth grade-Sixth grade -	Third grade U.2 P.28 U.3 P.48 U.4 P.57 U.6 P.91	Fifth grade U.7 P.93	Sixth grade U.3 P.52 U.4 P.58 U.5 P.64	Sixth grade U.3 P.52 U.4 P.58 U.5 P.64	Sixth grade U.3 P.52 U.4 P.58 U.5 P.64	Fifth grade U.A. P.8 U.B'.46 U.D' P.78 Sixth grade -
	Sixth grade U.1 P.7 U.6 P.79 U.7 P.7		Fourth grade U.1 P.10 U.3 P.58 U.4 P.90	Sixth grade -				
	First grade -		Fifth grade-Sixth grade -					
	Second grade -	First grade-Second grade U. P.99	First grade U.1 P.10 U.3 P.26 U.2 P.53 U.3 P.89	First grade-Second grade Third grade U.1 P.9 U.5 P.65 U.8 P.110	First grade-Second grade Third grade-Fourth grade -	First grade-Second grade Third grade-Fourth grade -	First grade-Second grade Third grade-Fourth grade -	U.B' U.C'
Goal 16 th	Third grade U.1 P.12 U.12 P.50	Third grade-Fourth grade U. P.152	Second grade U.2 P.24 U.4 P.44 U.5 P.48	Fourth grade U.3 P.42 U.4 P.62	Fifth grade -	Fifth grade U.C. P.93	Fifth grade U.D' P.147	Third grade-Fourth grade Fourth grade -

U.5 P.73		U.15 P.123	U.6 P.99	-		Fifth grade	
U.6 P.7		U.16 P.133	Fifth grade		Sixth grade	U.A. P.8	
U.13 P.33		U.17 P.136	U.1 P.6		U.D' P.93	U.B'.46	
Fifth grade		Third grade	U.2 P.20			U.C. P.62	
U.2 S23		U.1 P.9	U.3 P.34			U.D' P.78	
U.6 P.71		U.6 P.91	U.5 P.59			Sixth grade	
U.7 P.7		U.7 P.105	U.7 P.93			U.1 P.7	
U.15 P.35		U.8 P.131	Sixth grade			U.2 P.42	
U.16 P.57		Fourth grade	-			U.3 P.65	
Sixth grade		U.2 P.36				U.4 P.81	
U.6 P.79		U.4 P.90					
U.10 P.61		U.7 P.134					
U.11 P.83		Fifth grade-Sixth grade					
U.13 P.7		-					
U.15 P.37							
U.16 P.57							
U.17 P.73							
First grade			First grade-Second grade			First grade-Second grade	
-		First grade	-	First grade-Second grade	First grade-Second grade	Second grade	
Second grade		-	Third grade	-	-	-	
-	First grade-Second grade	Second grade	-	Third grade-Fourth grade	Third grade-Fourth grade	Third grade-Fourth grade	
Third grade	-	U.4 P.44	Fourth grade	-	-	Fourth grade	U.A.
U.12 P.50	Third grade-Fourth grade	Third grade	U.3 P.42	-	-	Fourth grade	U.B'
-	-	U.6 P.91	Fifth grade	-	-	Fourth grade	U.C.
Fourth grade	Fifth grade-Sixth grade	Fourth grade	U.1 P.6	Fifth grade	Fifth grade	-	U.D'
-	-	-	U.2 P.20	-	U.B. P.13	Fifth grade	
Fifth grade	-	Fifth grade-Sixth grade	U.7 P.93	Sixth grade	U.C. P.93	U.A. P.8	
-	-	-	Sixth grade	-	Sixth grade	U.B'.46	
Sixth grade	-	-	-	-	U.D' P.93	U.D' P.78	
U.6 P.79	-	-	-	-	-	Sixth grade	

Table 2. Final Summary Table of Global Goals for School Textbooks

WORLDWIDE GOALS	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th
TOTAL REFERENCES	30	28	45	125	55	31	34	33	40	79	95	32	44	42	52	58	14

Table 3. Final Summary Table of Global Skills Lab Goals

GLOBAL GOALS	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th
THEMATIC SECTIONS&SUBSECTIONS	1	2	2	4	3	1	3	2	2	3	3	2	1	1	1	2	4

Overall, the texts of the Primary School Anthology of Literature record the following references to the 17 UN Global Goals in ascending order: no reference is made to SDG6 on clean water and sanitation and SDG17 on the cooperation of the goals. Of these, there is one reference to SDG1 on zero poverty, SDG2 on zero hunger, SDG5 on equality of friends, SDG7 on affordable and clean energy, SDG9 on industry, innovation and infrastructure. There are also two references to SDG8 on decent work and economic growth, SDG15 on action on land and SDG16 on peace, justice and strong institutions. There are only three (3) references to SDG13 on climate action and four (4) references to SDG10 on reduced inequalities and SDG14 on water action. Continuing, five (5) references are made to SDG11 on sustainable cities and communities, SDG3 on good health and well-being, while most appear to be for SDG4 on quality education, with nine (9) in total.

Sources:

https://ebooks.edu.gr/ebooks/v/html/8547/2003/Anthologio_E-ST-Dimotikou_html-empl/

<https://ebooks.edu.gr/ebooks/handle/8547/192>

[https://ebooks.edu.gr/ebooks/v/pdf/8547/487/10-0021-01_Anthologio - Logotechnikon - Keimenon _ A - B - Dimotikou _ Vivlio - Ekpaideutikou /](https://ebooks.edu.gr/ebooks/v/pdf/8547/487/10-0021-01_Anthologio_Logotechnikon_Keimenon_A-B-Dimotikou_Vivlio-Ekpaideutikou/)

Environmental Studies is considered the main subject, from which the teacher takes the opportunity to introduce young pupils to the concept of sustainability and subsequently the 17 Global Goals from the 1st grade. Hence, this particular school subject presents the most and largest numbers of references per Global Goal.

In more detail, the data recorded are as follows: seven (7) references are made to SDG1, zero poverty, six (6) references to SDG2, zero hunger and 13 references to SDG3, good health and well-being. The largest number of references seems to be in SDG4, quality education, eleven (11) references to SDG5, gender equality and nine (9) references are in SDG6 and SDG7, namely clean water and sanitation, cheap and clean energy, respectively. SDG8, decent work and economic growth, has eight (8) references, SDG9, industry, innovation and infrastructure, has 12 references. Next, SDG10 for reduced inequalities presents 19 references, while the second largest number of references, namely 34, on sustainable cities and communities is SD11. SDG12 for responsible consumption and production has six (6) references, 15 references exist for climate actions (SDG13), 12 references for water actions (SDG14) and 20 references for land actions (SDG15). Finally, 17 references are observed in SDG16 for peace, justice and strong institutions and only two for the cooperation of the aforementioned goals (SDG17). In total, the course is taught ten (10) hours per week.

Sources:

<https://ebooks.edu.gr/ebooks/handle/8547/60>

[https://ebooks.edu.gr/ebooks/v/html/8547/2352/ Meleti - Perivallontos_B - Dimotikou_html - apli /.](https://ebooks.edu.gr/ebooks/v/html/8547/2352/Meleti-Perivallontos_B-Dimotikou_html-apli/)

<https://ebooks.edu.gr/modules/ebook/show.php/DSDIM102/524/>

[https://ebooks.edu.gr/ebooks/v/html/8547/2007/ Meleti - Perivallontos_A - Dimotikou_html - apli /.](https://ebooks.edu.gr/ebooks/v/html/8547/2007/Meleti-Perivallontos_A-Dimotikou_html-apli/)

In the Religious Studies subject, the references to the 17 Global Goals in descending order are as follows: the largest number of references -16 in total- is made by SDG10 with the least inequalities, 15 references by SDG4 for quality education, followed by 14 references by SDG5 for gender equality, eleven (11) references by SDG16 for the concepts of peace, justice and strong institutions. Also, nine (9) references are made to SDG11 for sustainable cities and communities, five (5) references by SDG3 for good health and well-being, and four (4) references by SDG17 for the overall cooperation of the goals. Finally, from three (3) references there are for SDG1 zero poverty, SDG2 zero hunger, SDG8 decent work and economic growth and SDG12 responsible consumption and production. From two references - which are even fewer - SDG6 is said to have for clean water and sanitation, SDG7 for cheap and clean energy, SDG9 for industry, innovation and infrastructure, SDG13 with climate actions, SDG14 with water actions and SDG15 with land actions. In total, the course is taught six (6) hours per week.

Sources:

file:///C:/Users/LENOVO/Downloads/10-0242-01_V3_Thriskeutika_E-Dimotikou_Vivlio-Mathiti.pdf

file:///C:/Users/LENOVO/Downloads/10-0230-01_V3_Thriskeutika_ST-Dimotikou_Vivlio-Mathiti.pdf

file:///C:/Users/LENOVO/Downloads/10-0228-01_V3_Thriskeutika_D-Dimotikou_Vivlio-Mathiti.pdf

Overall, in the Science - I Investigate and Discover - subject (including concepts and knowledge about physics, biology and chemistry) - in Primary School, the following are observed: from one reference SDG1 zero poverty and SDG2 zero hunger, six (6) references SDG3 good health and well-being, ten (10) references SDG4 quality education, no references SDG5 equality of friends, one reference SDG6 clean water and sanitation, seven (7) references SDG7 cheap and clean energy, two references SDG8 decent work and economic growth, six (6) references SDG9 industry, innovation, infrastructure, two references SDG10 fewer inequalities, eleven (11) references SDG11 sustainable cities and communities, five (5) references SDG12 responsible consumption and production, eight (8) references SDG13 climate action, four (4) references SDG14 action on water, five (5) references PS15 action on land and finally, no mention of the last two goals PS16 and PS17 peace, justice and strong institutions and cooperation for the goals, respectively. In total, the course is taught six (6) hours per week.

Sources:

<https://ebooks.edu.gr>

<https://ebooks.edu.gr>

For the Primary School Geography subject, the references to the 17 Global Goals are as follows: SDG1, zero poverty, SDG2, zero hunger have one reference each, SDG3, good health and well-being, SDG7, affordable and clean energy, SDG8, decent work and economic growth have two

references each. Also, SDG6, clean water and sanitation, SDG10, reduced inequalities, SDG16, peace, justice, strong institutions and SDG17, cooperation of goals have three (3) references each. SDG9, industry, innovation and infrastructure and SDG14, action on water have four (4) references each. Finally, SDG4, quality education, SDG13, climate action, and SDG15, land-based action each have five (5) references, and SDG11, sustainable cities and communities, each has six (6) references. In total, the course is taught two hours per week.

Sources:

https://ebooks.edu.gr/ebooks/v/html/8547/2278/Geography_E-Dimotikou_html-empl/https://ebooks.edu.gr/ebooks/v/html/8547/2272/Geography_ST-Dimotikou_html-empl/

In the Primary School Social and Political Education subject, the following references to the 17 Global Goals are presented: the fewest references - out of three (3) in total - are made to SDG1, zero poverty, SDG2, zero hunger, SDG6, clean water and sanitation, SDG7, affordable and clean energy, SDG9, industry, innovation and infrastructure, SDG12, responsible consumption and production, SDG13, climate action, SDG14, water action, SDG15, land action and SDG17, cooperation on the goals. The next highest number of references - out of four (4) in total - is related to SD3, good health and well-being, SDG8, decent work and economic growth, and seven (7) references are observed in SDG11, sustainable cities and communities. Finally, the most references - out of eight (8) in total - are SDG4, quality education, SDG5, equality of friends, SDG10, reduced inequalities, and SDG16, peace, justice and strong institutions. In total, the subject is taught for two hours per week.

Sources: ebooks.edu.gr, ebooks.edu.gr

The final SDG data for references to the 17 Global Goals, according to the UN and as recorded in this research by indexing the Primary School textbooks in descending order, are as follows:

- at first place and with the most references -125 in total- is the SDG4 for quality education,
- in the second place with 95 references is SDG11 on sustainable cities and communities,
- in the third place with 79 references is SDG10 for the fewest inequalities,
- in the fourth place with 58 references is SDG16 on peace, justice and strong institutions,
- in the fifth place with 55 references is SDG5 on gender equality,
- in the sixth place with 52 references is SDG15 for action on land,
- in the seventh place with 45 references is SDG3 for good health and well-being,
- in the eighth place with 44 references is SDG13 for climate action,
- in the ninth place with 42 references is SDG14 for action on water,
- in the tenth place with 40 references is SDG9 for industry, innovation and infrastructure,

- in the eleventh place with 34 references is SDG7 for cheap and clean energy,
- in the twelfth place with 33 references is SDG8 on decent work and economic development,
- in the thirteenth place with 32 references is SDG12 for responsible consumption and production,
- in the fourteenth place with 31 references is SDG6 for clean water and sanitation,
- in the fifteenth place with 30 references is SDG1 for zero poverty,
- in the sixteenth place with 28 references is SDG2 for zero hunger and
- In the last seventeenth place with 14 references is the latest SDG17 on cooperation for the goals.

Overall, in the Skills Labs, there is one reference to zero poverty (SDG1) and two to zero hunger (SDG2), good health and well-being (SDG3) while SDG4 references the largest number with four (4) references in total to quality education. SDG5 on gender equality has three (3) references, SDG6 on clean water and sanitation has one reference, continuing with SDG7 which concerns cheap and clean energy, where three (3) references are observed. SDG8 and SDG9 regarding decent work and economic growth, industry, innovation, infrastructure record two references, respectively. The number of references for SDG10 on reduced inequalities and SDG11 on sustainable cities and communities has increased with three (3) references, as well as two entries for responsible consumption and production (SDG12). For SDG13, which concerns climate action, water action (SDG14) and land action (SDG15), there is one reference, respectively. SDG16 on the concepts of peace, justice and strong institutions has two entries and, finally, SDG17, which is the collaboration of the aforementioned global goals, includes all the modules, i.e. four (4) references, in total. In total, 12 hours are taught per week.

Source:

<https://www2.iep.edu.gr/el/psifiako-apothetirio/skill-labs>

6. Conclusion

The goal setting of each country's education system depends on the state policies and priorities. In Greece, only in some specific points of the national curriculum through existing school textbooks there is a reference to SD, although overall it occupies a very small part. Greater emphasis on the 17 Global Goals is given in the context of the Skills Workshops, whose weekly teaching duration is limited.

The research community agrees that teachers are responsible for instilling in pupils an interest in engaging with sustainability issues through their knowledge, perceptions and, of course, their pedagogical approach. However, it is considered necessary a comprehensive restructuring of the Curriculum that will concern today's children, being tomorrow's parents, who through their skills and knowledge should preserve the sustainability of the planet with a sense of social justice and self-efficacy. For the reasons mentioned above and in light of the

findings of this study, it is recommended that the 17 Global Sustainable Development Goals be integrated into the subject areas of the Curriculum, with the goals running vertically and horizontally throughout the Curriculum, rather than organizing a separate course. In this way, elementary school children will gain awareness and knowledge about Sustainable Development across a variety of academic subjects, rather than merely memorizing them.

Consequently, the questions now being raised concern the suitability of the national curriculum for teachers currently and whether school textbooks promote the principles of SD. These are just some of the binding factors for starting a common process of education and learning in Sustainable Development.

For future research, comparative studies across different countries, a longitudinal analysis of sustainability-related content in curricula, or research on the impact of sustainability education on students' environmental attitudes and behaviors are suggested.

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